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AUTHOR Zamost, Judith G.; Feldman, Sylvia D.
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ABSTRACT

School districts can use this checklist to implement federal and state regulations concerning equal educational opportunity. The 125 questions are organized around seven sex fairness concerns: practices which may encourage sex stereotyping; textbook and curriculum; counseling opportunities; pregnancy; in-service training; physical education; and team sports. The questions deal with school practices in relation to the following: classroom seating; task assignment; the school library, discipline, extra-curricular activities, course selection; work study programs; testbook and curriculum; bulletin boards; courselor representation; testing; class enrollments; career awareness; scholarships; rights of pregnant students; and opportunities for, participation in, and attitudes toward, physical education classes and team sports. After tallying yes responses a guide is provided for school districts to determine their status regarding equal opportunities for males and females. The list of questions is not exhaustive; rather, it is intended to stimulate thinking. (CP)

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Guidelines for Assessing Sexism

IN SCHOOL AND CLASSROOM PRACTICES

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Checking Your Balance

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OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY
NIDA E. THOMAS, DIRECTOR

NEW JERSEY STATE DEPARTMENT OF EDUCATION
FRED G. BURKE, COMMISSIONER
RALPH H. LATAILLE, DEPUTY COMMISSIONER

APRIL 1976

Prepared by:

Judith G. Zamost
and
Sylvia D. Feldman

DOES YOUR SCHOOL DISTRICT PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES FOR MALES AND FEMALES?

The implementing regulations for Federal Title IX and New Jersey Regulations (Title VI) concerning "Equality in Educational Programs" require each school district to answer the above question by doing a self-assessment. Some districts have already evaluated themselves; others are now in the process; all districts will be conducting annual evaulations to ensure an on-going affirmative response to the question.

The following checklist should be helpful in all stages of assessment. The list of questions is not exhaustive but, rather is intended to stimulate thinking and to elicit other questions. The checklist can be used by administrators, teachers, and other interested staff members. It can be used as the basis for faculty and community dialogue. It can be used at in-service training sessions and faculty meetings.

125 questions are included and space is provided for the insertion of additional questions or suggestions. This checklist is provided for your use and need not be returned to the Office of Equal Educational Opportunity.

GUIDELINE 1: SCHOOL PRACTICES WHICH DEAL WITH SEX STEREOTYPING

Students shall be allowed to participate in all areas of the curriculum; i.e. course and activity selection and extra-curricular activities regardless of sex and teachers shall not segregate on the basis of sex.

Area for Assessment and Evaluation Examples of Questions to Ask	yes	no	Comments/ Suggestions
1) Seating and Line Arrangement			
a) Do seating arrangements by teacher assignment mix male and female students?	___	___	
b) Do seating arrangements by student choice mix male and female students?	___	___	
c) Are males and females integrated in group formations such as:			
1. seating in cafeteria	___	___	
2. seating in assembly hall	___	___	
3. seating in library	___	___	
4. line up to enter or leave room (other than to use sanitary facilities)	___	___	
5. playground assignments	___	___	
6. graduation lines	___	___	
7. other (specify)	___	___	_____
2) Classroom and Small Group Assignments			
a) Are males and females grouped together, as in:			
1. partner assignments	___	___	
2. classroom teams	___	___	
3. study groups	___	___	
4. other (specify)	___	___	_____
3) Assignment of Classroom Tasks			
a) Are both males and females assigned equally to all tasks including:			
1. hall guards	___	___	
2. monitors	___	___	
3. street crossing guards	___	___	
4. library helpers	___	___	
5. lunch helpers	___	___	
6. office helpers	___	___	
7. audio-visual helpers	___	___	_____

	yes	no	Comments/Suggestions
8. classroom furniture movers	___	___	
9. classroom and school display designers	___	___	
10. other (specify)	___	___	_____

4) Classroom Library and Arrangement of Books

a) Are books placed on shelves so that they do not designate books for boys and books for girls?	___	___	
b) Do boys and girls use the classroom library together and not during times specified for boys and girls?	___	___	
c) Have classroom books been evaluated to determine if they are sex-stereotyped or if they discriminate against males or females?	___	___	
d) Have supplementary materials been developed or obtained which counteract the effect of sex-role stereotyping in classroom books?	___	___	_____

5) Discipline Patterns

a) Have the same policies with regard to discipline been established for boys and girls?			
b) Are the same persons assigned to the handling of discipline problems of both boys and girls?	___	___	
c) Do teachers tend to discipline girls and boys on their individual behavior and not because of their sex? (example: in some cases, boys are disciplined more harshly than girls for the same behavior.)	___	___	_____

6) Clubs and Extra-Curricular Activities Sponsored by the school

a) Do all school districts permit participation by members of both sexes?	___	___	
b) Do all clubs allow participation of males and females?	___	___	_____
(If the answers to a and/or b were no,			

	yes	no	Comments/Suggestions
you may wish to list those clubs or activities which do not allow participation.)			
c) Are club presidents and other offices held equally by boys and girls?	___	___	_____
7. Course and Activity Selection			
a) Do kindergarten and elementary school teachers encourage use of traditional sex-stereotyped materials, such as dolls, trucks, blocks, etc. by both boys and girls?	___	___	
b) Are girls enrolled in:			
1. wood shop	___	___	
2. industrial arts	___	___	
3. math	___	___	
4. physics	___	___	
5. drafting	___	___	
6. mechanical drawing	___	___	
7. auto mechanics	___	___	
8. other (specify)	___	___	_____
(You may wish to include statistics showing the percentage of girls in relation to total class enrollment)			
c) Are boys enrolled in:			
1. home economics	___	___	
2. secretarial courses	___	___	
3. literature electives	___	___	
4. foreign language electives	___	___	
5. art	___	___	
6. music	___	___	
7. other (specify)	___	___	_____
(You may wish to include statistics showing the percentage of boys in relation to total class enrollment)			
d) Are course titles and pre-requisites written in non-sexist language? (example: Cooking for Singles rather than Bachelor Cooking.)	___	___	_____

	yes	no	Comments/Suggestions
e) Do community groups using school facilities provide equal opportunity for:			
a) girls and boys to participate	___	___	
b) participation by men and women	___	___	_____
8) Work Study Programs			
a) Do boys and girls participate equally in work-study programs?	___	___	
b) Are both sexes given the same work assignments?	___	___	
c) Are males and females paid the same salaries for equal work?	___	___	
d) Are students enrolled in non-traditional work activities?	___	___	_____

TOTALS YES _____ NO _____

GUIDELINE II: TEXTBOOK AND MATERIALS EVALUATION

Textbooks, educational materials, library books, and audio-visual aids should provide a balance in the representation of males and females and should not contain sex-role stereotypes.

Area for Assessment and Evaluation Examples of Questions to Ask	yes	no	Comments/Suggestions
1) Textbook and Materials Evaluation			
a) Have textbooks and library books been reviewed to determine if they discriminate against members of either sex?	___	___	
(You may want to use the Textbook Evaluation Checklist developed by Dr. Sylvia Feldman and distributed by the New Jersey State Department of Education: Office of Equal Educational Opportunity. In addition, guidelines for textbook evaluation have been established by some of the major publishers; i.e., MacMillan, Scott Foresman, Holt, Rinehart, and Winston.)			
b) Have other instructional materials,			

	yes	no	Comments/Suggestions
courses of study, and audio-visual materials been evaluated?	___	___	
c) Have criteria for evaluation of the materials listed in question 1b been established?	___	___	
d) Have school policies been developed concerning the evaluation and use of sex-stereotyped books and materials?	___	___	
e) Have policies been established with regard to the purchase of new materials and textbooks?	___	___	
f) Are instances of sex sterectyping in textbooks and instructional materials pointed out to students?	___	___	
g) Do students analyze textbooks and materials for sex stereotyping?	___	___	
h) Are textbook publishers and distributors of audio-visual and instructional materials notified when their materials are sexist or promote sex-role stereotyping?	___	___	_____
2) Supplementary Materials			
a) Do school districts provide training for teachers in devising supplementary, non-sexist materials?	___	___	
b) Has a resource center of supplementary materials, lists of non-sexist books and audio-visual materials, and other related items been established?	___	___	
c) Are teachers informed on a continuous basis of resources they can use in supplementing texts?	___	___	
d) Are students encouraged to bring in and develop their own non-sexist materials?	___	___	_____
3) Bulletin Board Displays			
a) Do displays show males and females in non-traditional as well as traditional roles?	___	___	
b) Do both male and female students design room and school displays?	___	___	_____

	yes	no	Comments/Suggestions
c) Are the contributions of women included in room and school displays?	___	___	
d) Do both males and females design and hang room and school displays?	___	___	_____

TOTALS YES _____ NO _____

GUIDELINE III: COUNSELING OPPORTUNITIES

School personnel shall provide equal information and counseling to all students regarding career, professional, and/or vocational opportunities and shall not use any tests or measures which discriminate against students.

Area for Assessment and Evaluation Examples of Questions to Ask	yes	no	Comments/Suggestions
1) Staff Representation			
a) Do male and female counselors have the same number of cases?	___	___	
b) Do male and female counselors serve equal proportions of male and female students?	___	___	_____
2) Testing Procedures and Materials			
a) Has the guidance department reviewed testing materials for sex fairness?	___	___	
b) When reviewing materials, does the guidance department look specifically at those areas listed below to ensure that the materials are non-sexist:			
1. language	___	___	
2. occupational titles (firefighters vs. firemen)	___	___	
3. scales	___	___	
4. score report forms	___	___	
5. interpretive information	___	___	
c) Have tests which are not sex fair been replaced?	___	___	
d) If more appropriate materials are not available, are policies developed for interpretation and use of the data?	___	___	_____

	yes	no	Comments/Suggestions
3) Class Enrollments			
a) Have class enrollments been reviewed to determine male/female ratios?	___	___	
b) If male/female ratios are disproportionate in some classes, are steps being taken to ensure that the imbalance is not a result of discriminatory actions on the part of counselors or counseling materials?	___	___	_____
4) Dissemination of Information Regarding Vocational and Educational Opportunities			
a) Do males and females see information on all vocations and educational opportunities?	___	___	
b) Do guidance counselors suggest course offerings and career opportunities regardless of the student's sex?	___	___	
c) Do they actively inform students about the variety of traditional and non-traditional career opportunities available to them?	___	___	_____
5) Materials Used By Counselors			
a) Do counselors review materials for sex stereotyping?	___	___	
b) Do they notify publishers if materials discriminate?	___	___	_____
6) Scholarships Awarded on School Grounds			
a) Are scholarship requirements reviewed to ensure that members of both sexes have the opportunity to apply?	___	___	_____

TOTALS YES _____ NO _____

GUIDELINE IV: PREGNANCY OR RELATED CONDITIONS

6:4-1.5 (c) of New Jersey Implementing Regulations Title VI state that "There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of

pregnancy or related conditions unless she so requests or a physician certifies that exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty."

Area for Assessment and Evaluation Examples of Questions to Ask	yes	no	Comments/Suggestions
1) Pregnancy or Related Conditions			
a) Do students remain in the regular school program unless they so request or a physician certifies that exclusion is necessary?	___	___	
b) If a student elects to take a leave of absence, is she provided with adequate instruction to continue and make up her schoolwork?	___	___	
c) Are students given an equal educational opportunity regardless of pregnancy or related conditions in all areas of the school program:			
1. instructional programs	___	___	
2. extra-curricular activities	___	___	
3. student awards	___	___	
4. availability of counseling	___	___	
d) Have school policies been revised, if necessary, to reflect compliance with New Jersey State Title VI?	___	___	
e) Is a temporary leave of absense for pregnancy applied in the same manner as any other medical disability leave?	___	___	_____
2) Dissemination of Information			
a) Has the support staff, such as guidance counselors and health staff, been given adequate and complete information regarding the above?	___	___	
b) Is that same information disseminated to administrators, teachers, students, and community members?	___	___	_____

TOTALS YES _____ NO _____

GUIDELINE V: IN-SERVICE TRAINING

In-service training should be provided to alert staff members to possible sex discrimination in schools in order to aid in the elimination of prejudice.

Area for Assessment and Evaluation Examples of Questions to Ask	yes	no	Comments/Suggestions
1) In-Service Programs			
a) Are in-service training programs arranged throughout the school year?	___	___	
b) Has the content been determined on the basis of staff needs?	___	___	
c) Have the following areas been considered for inclusion in training sessions:			
1. explanation of laws providing equal opportunity	___	___	
2. consciousness raising	___	___	
3. textbook evaluation	___	___	
4. criteria for book and materials selection	___	___	
5. career counseling	___	___	
6. other (specify)	___	___	
d) Is there need for in-service training for parents and community members?	___	___	
e) If yes, are these needs being met?	___	___	
f) Are in-service training programs designed to help teachers share resources, information, and classroom techniques?	___	___	

TOTALS YES _____ NO _____

GUIDELINE VI: PHYSICAL EDUCATION

Physical education classes must be co-educational and all students must have the opportunity to participate in every activity offered.

Area for Assessment and Evaluation Examples of Questions to Ask	yes	no	Comments/Suggestions
1) Makeup of Class Enrollment and Participation in Activities			

	yes	no	Comments/Suggestions
a) Do males and females have the opportunity to participate in activities previously thought of as sex-stereotyped? (example: males in dance, females in soccer)	___	___	
b) Do girls have the opportunity to participate on boys teams when they meet the qualifications necessary to play?	___	___	_____
2) Physical Fitness Skills and Curriculum			
a) Are physical fitness skill programs provided for all students?	___	___	
b) Are curriculum guides being revised to include girls in all areas of the program?	___	___	_____
3) Attitudes Towards Athletics			
a) Are females regarded positively if they excell in physical education?	___	___	
b) Are boys regarded positively if they do not excell?	___	___	
c) Are teacher expectations for girls and boys the same, regardless of sex?	___	___	
d) Have meetings been held to discuss staff attitudes regarding co-ed physical education?	___	___	_____
	TOTALS	YES ____	NO ____

GUIDELINE VII: EQUAL OPPORTUNITY FOR BOTH SEXES IN TEAM SPORTS

Members of both sexes must be given equal opportunity to participate in team sports and large numbers of students of either sex may not be denied the opportunity to participate.

Area for Assessment and Evaluation Examples of Questions to Ask	yes	no	Comments/Suggestions
1) Team Sports Provided			
a) Are separate teams for females			

	yes	no	Comments/Suggestions
provided?	___	___	
List teams: _____			
_____			
_____			
b) Are separate teams for males provided?	___	___	
List teams: _____			
_____			
_____			
c) Are co-ed teams provided?	___	___	
List teams: _____			
_____			
_____			
d) Are equal opportunities provided for males and females in athletics?	___	___	_____
2) Budget, coaching salaries, purchase and maintenance of equipment, quality of equipment			
a) Is there equitable spending regarding these items listed above? (example: are male and female coaches paid equally for equal work done?)	___	___	_____
3) Must a girl meet the same requirements as a boy and compete under the rules established for that specific competition when she opts to participate on a boys team?	___	___	_____
4) Are the Physical fitness tests used sex fair?	___	___	_____
	TOTALS	YES ____	NO ____

A Guide for Title IX Self-Study has been removed because it was developed by another source: KEDS General Assistance Center
College of Education
Kent State University
Kent, Ohio
(two page form)

Now that you've responded to the list of questions, why not check your balance? After tallying your answers, you may want to use the following guide to determine where your district is at present and in what direction it should move.

91 - 125 yes responses:	Your district is doing well and should continue to move in the same direction.
61 - 90 yes responses:	Your district is on the way towards providing equal educational opportunities but more work is needed.
31 - 60 yes responses:	Your district needs to review its policies and practices. Definite changes need to be made.
0 - 30 yes responses:	Your district should do a thorough evaluation so that it can begin to move in the right direction. Substantial changes are necessary.